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ABSTRACT

Intended as an aid in the development of grade 13 German programs, this curriculum guide reviews fundamental instructional objectives of the course and provides a suggested book list. Included in the list are works on: (1) collections of short stories and poetry, (2) Horspiele, (3) plays, (4) novels, and (5) reference materials--dictionaries, grammar texts, phonetics and pronunciation, and literature. Indication is made of suggested level of instruction for each work. (RL)

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ONTARIO DEPARTMENT OF EDUCATION

CURRICULUM S.15B (13)

German
GRADE 13

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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GERMAN
Grade 13

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The Program

This publication is intended to help teachers develop a Grade 13 German program aimed at training students to speak and understand German. Other publications (Circular 58, Curriculum S.8, Curriculum I. and S.15) now are superseded. While the Grade 13 course should focus on the spoken language, the teacher must keep other aims in mind. He must develop a program suited to the needs of his own area, help his students learn to understand reading material thoroughly, and to write correct modern German. Both reading and writing should reinforce the student's facility in the spoken language.

THE SPOKEN WORD

English-speaking students usually find both sounds and intonation easier in German than in French. Nevertheless they need as much exposure as possible to the language to develop both their understanding of German when others speak it, and their facility to express their thoughts clearly when they speak it themselves. For this reason the teacher should conduct the class entirely in German and should also use tapes, records, films, radio, and television as supplements to the classroom program. Reading, both intensive and extensive, should form a departure point for oral work.

READING

Although most students have a basic knowledge of grammar before they begin Grade 13 reading assignments, they may need help with specific points of idiom, grammar, vocabulary, and pronunciation. Teachers should anticipate such areas of difficulty and provide suitable clarification. A limited amount of word study may be needed to aid student comprehension, but there is little value in the study of isolated vocabulary items. A few well-chosen questions asked in advance of a reading assignment may permit the students to read with more pleasure and better comprehension. If the authors textbook being studied does not have a visible vocabulary, students could be encouraged to make notes on new vocabulary for later study. Class time might most profitably be spent in assuring comprehension by content and discussion questions in German. In the preparation of new material, students should be encouraged to listen to any portion of their authors work which is available on tapes or records. In addition the teacher may use visual aids to facilitate understanding of the facts and themes of the reading material: projectuals, drawings, films, and television.

WRITING

Translation from English to German has a valid but limited role in the mastery of language. It may, at times, be a deterrent to freedom of expression. Teachers should avoid the translation of long, involved sentences studded with grammatical and idiomatic pitfalls. The translation of short, simple sentences, however, provides a useful form of testing basic vocabulary and grammar. Such translation should involve high

frequency vocabulary, common idioms, and fundamental grammar, thus ensuring accuracy of spelling and punctuation.

There will be a limited amount of writing of programmed exercises. Most such exercises can be treated orally.

The largest portion of the writing program in Grade 13 should be devoted to guided composition. Free composition should be used sparingly as it places unrealistic demands on the students, whose knowledge of German is still limited, and on the teachers, who must correct and assess this work. Various stimuli can provide good guidance:

- questions to be answered in writing, based on reading material. (Students should be encouraged to compose their own answers in simple German. Slavish imitation of the text under study should be avoided.)

- a series of questions on a general topic to be answered in German, the answers forming a short composition

- a list of vocabulary, idioms, and grammatical items which are to be used in the development of a composition

- a picture or a series of pictures to be described

- partial sentences to be completed

- an anecodote read aloud by teacher to be retold by students

- an object or event to be described by students

CHOOSING TEXTBOOKS

In choosing books for reading material, the teacher must consider the preferences and capabilities of students as well as the standards of the community. However, if he is to make the class interesting, the teacher should like the books himself.

- Too much dialect might be difficult for the Grade 13 student.

- A lively narrative and provocative ideas will spark discussion and encourage further reading.

- A well-edited book accompanied by tapes, records, or other teaching aids will lead to a stimulating class.

In some cases teachers may select several textbooks in which they use only part for intensive reading. The rest can be assigned for extensive reading.

Suggested Books

COLLECTIONS OF SHORT STORIES AND POETRY

The following list is in no way prescriptive or restrictive. It would be impossible to list all books worthy of consideration. There has, however, been an attempt to suggest the types of books available in suitable editions which teachers may wish to consider. The kind of editing is indicated as well as whether a book is more suited to the third or fourth year of study.

Böll, *Doktor Murkes gesammeltes Schweigen,* ed. Seidmann, (Clarke Irwin), introduction, end vocabulary, exercise booklet.

Nine humourous, satirical stories offer excellent material for oral discussion with the third- or fourth-year student.

German Fiction and Poetry, eds. Heller and Ehrlich, (Collier-Macmillan), introduction, footnotes, active-vocabulary-building lists, questions, end vocabulary.

This book offers a rich selection of 19th and 20th centuries texts, divided into four sections: fairy tales, stories, a novella (Mann's Tonio Kröger), and poems (Goethe to Brecht). A good choice could be made for the third- or fourth-year student.

Heiteres und Ernstes, eds. Hepworth and Rahde, 2nd edition, 1967, (Collier-Macmillan), introductions to authors in German, footnotes, exercises, end vocabulary.

This collection of short stories by established authors portrays German society since 1939. The cruelties, violence, and suffering of the war years are dramatically presented, as well as the political, moral,and social rebuilding of the post-war period.

Bauer, *Ein Deutscher meiner Generation,* eds. Kirk and Packard, (J. M. Dent), introduction, visible vocabulary in German, exercises, end vocabulary.

This autobiographical collection of short stories, essays, and poems by the German-Canadian, Walter Bauer, has been specifically edited for Canadian needs. It is suitable for third-year students.

Moderne Erzählungen, eds. Kritsch and Schlimbach, (Appleton-Century-Crofts), visible vocabulary, exercises, basic vocabulary and idiom lists, end vocabulary.

There are seven stories graded in difficulty and in length. Some are humourous, some serious; all are in contemporary settings and language. This collection is suitable for the third-year student.

Begegnungen von A bis Z, ed. Rado, (Bellhaven House), introduction, notes, end vocabulary, excellent booklet of questions.

This is a collection of twenty-one contemporary stories representing fifteen well-known writers. There is enough variety of material and range of themes to encourage good oral response and collateral reading. This text is suitable for third- or fourth-year students.

Suggested Books

Die Mittelstufe, erstes literarisches Lesebuch, (Revised), ed. von Hofe, (Holt, Rinehart and Winston), introduction in German to each author, visible vocabulary, grammatical exercises, end vocabulary.

Most of the material is contemporary. There are anecdotes, stories, aphorisms, lyric poetry, illustrated by excellent photographs. There is so much material that part of it could be set aside for extensive reading. The text is suitable for third-year students.

Der Weg zum Lesen, A German Structural Reader, eds. Vail and Sparks, (Longmans), extensive end vocabularies and elaborate exercises.

This book includes twelve stories of which most are very short. Literary merit is definitely subordinate to the opportunities to practise oral and written expression. This collection is suitable for third-year students.

Deutsche Gegenwart (*Literarisches Lesebuch für Ausländer*), ed. Kirchhoff, 4. Auflage, (Max Hueber Verlag, München), introduction, notes in German on each author and on reading difficulties, no vocabulary, no exercises.

This is a well-balanced collection of shorter examples of modern German prose (108 pp.) and poetry (15 pp.). The prose selections seldom exceed six pages in length and are so designed as to encourage students to read further in the works of the authors included. This volume is suitable for the fourth-year student.

Lenz, *Das Wrack and other stories,* ed. Russ, (Bellhaven House), introduction, brief reading notes, minimal end vocabulary, no questions, no exercises.

The eleven stories of varied settings and backgrounds by this versatile journalist and fiction writer (Gruppe 47) reflect his memories of East Prussia, the North German Coast, Hamburg, Kenya and the United States. This volume is suitable for fourth-year students.

Stinmen der Zeit, eds. Gaede and Coogan, (Holt, Rinehart and Winston), introduction, questions, exercises, end vocabulary.

This volume contains twelve short stories by representative modern authors and thirteen modern poems. There is sufficient material of varying difficulty to allow a judicious choice for intensive study in the fourth year.

HÖRSPIELE

Erzählungen und Hörspiele, ed. Baecker, (Harper Row), content questions, and vocabulary.

This volume contains five pieces of provocative literature of stylistic interest: two short stories, an anecdote, and two radio plays. The five pieces are concerned with the stresses and loneliness of life, the grim mood of Germany from 1918 on. This volume is suitable for fourth-year students.

Böll, *Vier Hörspiele,* ed. Sonnex, (Methuen), introduction, a few questions and notes, end vocabulary.

A modernity, straightforwardness of language and construction, and natural repetition of vocabulary make these four radio plays an excellent introduction to this aspect of Böll's talent. The plays concern the end of the Hitler period, and the postwar moral problems in Germany. This volume is suitable for fourth-year students.

Dürrenmatt, *Drei Hörespiele,* ed. Regensteiner, (Holt, Rinehart and Winston), introduction, footnotes, content questions, end vocabulary, tapes for purchase or duplication.

Suggested Books

The economical use of language and straightforward style of this popular Swiss playwright suggest that these three radio plays (Abendstunde im Spätherbst, Der Doppelgänger, and Die Panne) would be well suited to the fourth-year student.

Mensch und Zeit, ed. Otten, (Appleton-Century-Crofts), content questions, lists of idioms and technical terms, end vocabulary, tapes available.

These seven sophisticated radio plays by distinguished practitioners of the genre (Aichinger, Dürrenmatt, Eich. Hildesheimer) are best suited to the fourth-year student.

Deutsche Hörspiele, ed. Reichert, (Appleton-Century-Crofts), notes, content questions, end vocabulary.

The four radio plays, chosen from the best of 1953-54, express in a witty, humourous manner, the concern of many Germans during 1945 to 1955 over such issues as brotherhood, moral freedom, tolerance, and the partition.

PLAYS

Brecht, *Der gute Mensch von Sezuan,* ed. Margaret Mare, (Methuen), introduction, notes, end vocabulary.

The very adult theme makes this play most suitable for fourth-year students.

Dürrenmatt, *Romulus der Grosse,* (Methuen), introduction, notes, end vocabulary.

This is a brilliant comedy, classical in form, modern in language. The theme is the conflict of humanism and militarism. The play is suitable for fourth-year students.

Zuckmayer, *Der Hauptmann von Köpenick,* ed. Garten, (Methuen), introduction, notes, select vocabulary.

This play paints an amusing but vivid picture of Imperial Germany before the First World War, showing its arrogant militarism and its rigid bureaucracy with warm humanity and a sense of humour. Although the original Berlin dialect has been modified to bring it closer to normal speech, the play is best suited to the fourth-year student.

NOVELS

Dürrenmatt, *Der Richter und sein Henker,* ed. Forster, (Clarke Irwin), introduction, notes, skeleton vocabulary, no questions, no exercises.

This is a short, unorthodox detective story which is concerned less with the process of detection than with the larger question of good and evil. It is suitable for fourth-year students.

Fallada, *Zwei zarte Lämmchen, weiss wie Schnee,* ed. Hafkesbrink, (Nelson), some illustrations, introduction, visible vocabulary, questions, exercises, end vocabulary.

This light-hearted love story will appeal to students in their third year of study. It concerns two timid employees in a ladies' wholesale garment house in Berlin.

Goes, *Unruhige Nacht,* ed. Hammer, (Macmillan), introduction, notes, vocabulary.

This novel is a characteristic yet distinctive sample of post-war German literature. It tells of a German padre who is called on to witness the execution of a traitor on the Eastern Front in 1942. It is suitable for adult fourth-year students.

Suggested Books

Kästner, *Das doppelte Lottchen,* ed. Bell, (Ryerson), footnotes, vocabulary, Canadian booklet of questions and exercises.

This is a charming novel of twin sisters who are able to reunite their parents whose broken marriage has separated the family. It is suitable for third-year students.

REFERENCE MATERIAI

Most of the material in the following list is available from the following outlets:
Mansfield Book Mart,
2065 Mansfield Avenue,
Montreal, P.Q.

Mary S. Rosenberg Inc.,
100 West 72nd Street,
New York, N.Y. 10023,
(Books and audio-visual aids).

Wible Language Institute
24 South Eighth Street
Allentown, Pennsylvania 18105,
(Films, records, tapes, flash cards, equipment, etc.).

Dictionaries

The Pocket Oxford German Dictionary (Oxford University Press)

Schöffler-Weiss, *Taschenwörterbuch Englisch-Deutsch und Deutsch-Englisch* (Klett)

Heinz Messinger, *Handwörterbuch Englisch-Deutch und Deutsch-Englisch* (Langenscheidt) (Ryerson)

Wildhagen-Heraucourt, *English-German and German-English Dictionary,* 2 vols. (Brandstetter, Allen & Unwin)

Sprach-Brockhaus (Brockhaus) (Alvernia Publishing, Box 1300, St. Laurent, Montreal)

R. B. Farrell, *A Dictionary of German Synonyms* (Cambridge University Press) (Macmillan Company of Canada)

Taylor-Gottschalk, *A German-English Dictionary of Idioms* (Hueber)

Duden Vol. 1 *Rechtschreibung*
Vol. 2 *Stilwörterbuch*
Vol. 3 *Bildwörterbuch*
Vol. 5 *Fremdwörterbuch*
Vol. 6 *Aussprachewörterbuch*
Vol. 7 *Etymologie*
Vol. 8 *Synonymwörterbuch* (Bibliographisches Institut)

Langenscheidt, *Taschenwörterbuch* (Ryerson Press)

New Muret-Sanders Encyclopedic Dictionary (Ryerson Press)

Pfeffer, Grunddeutsch, *Basic* (*Spoken*) *German Word List,* Grundstufe and Mittelstufe (Prentice-Hall of Canada Ltd.)

Pfeffer, Grunddeutsch, *Index of English Equivalents for the Basic* (*Spoken*) *German Word List,* Grundstufe and Mittelstufe (Prentice-Hall of Canada Ltd.)

Suggested Books

Grammar

Curme, *A Grammar of the German Language* (Alvernia Publishing, Box 1300, St. Laurent, Montreal)

Duden, *Vol. 4 Grammatik*
Vol. 9 Die Hauptschwierigkeiten der deutschen Sprache (Bibliographisches Institut)

Eggeling, *Dictionary of Modern German Prose Usage* (Oxford University Press)

Engeroff and Lovelace, *An English-German Dictionary of Idioms* (Mary S. Rosenberg Inc.)

Jorgensen, *German Grammar,* 3 vols. (Bellhaven House)

Kufner, *The Grammatical Structures of English and German* (University of Chicago Press) (University of Toronto Press)

Meil, *A-B-C der starken Verben* (Max Hueber Verlag)

Schmitz, *Der Gebrauch der deutschen Präpositionen* (Max Hueber Verlag)

Schulz-Griesbach, *Grammatik der deutschen Sprache* (Max Hueber Verlag)

Spalding, *German Word Patterns* (Macmillan of Canada)

Stopp, *Manual of Modern German* (University Tutorial Press) (Copp Clark)

Viereck, *Common German Idioms* (Macmillan of Canada)

Phonetics and Pronunciation

De Boor and Diels, *Deutsche Hochsprache,* ed. by Siebs (Mary S. Rosenberg Inc.)

Martens, *Phonetik der Deutschen Sprache* (Max Hueber Verlag)

Moulton, *The Sounds of English and German* (University of Chicago Press) (University of Toronto Press)

Waengler, *Kleine deutsche Ausprachelehre,* 20 page text with one 7-inch L.P. record (Mary S. Rosenberg Inc.)

Literature

Hatfield, *Modern German Literature* (Macmillan of Canada)